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ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The fourth grade guide contains units on aspects of the surrounding region, including the natural environment, regional foods, legends and tales of the holiday season, holiday traditions and customs, holiday exchange programs, and study of a regional community. The guide is illustrated with student art. (MSE)

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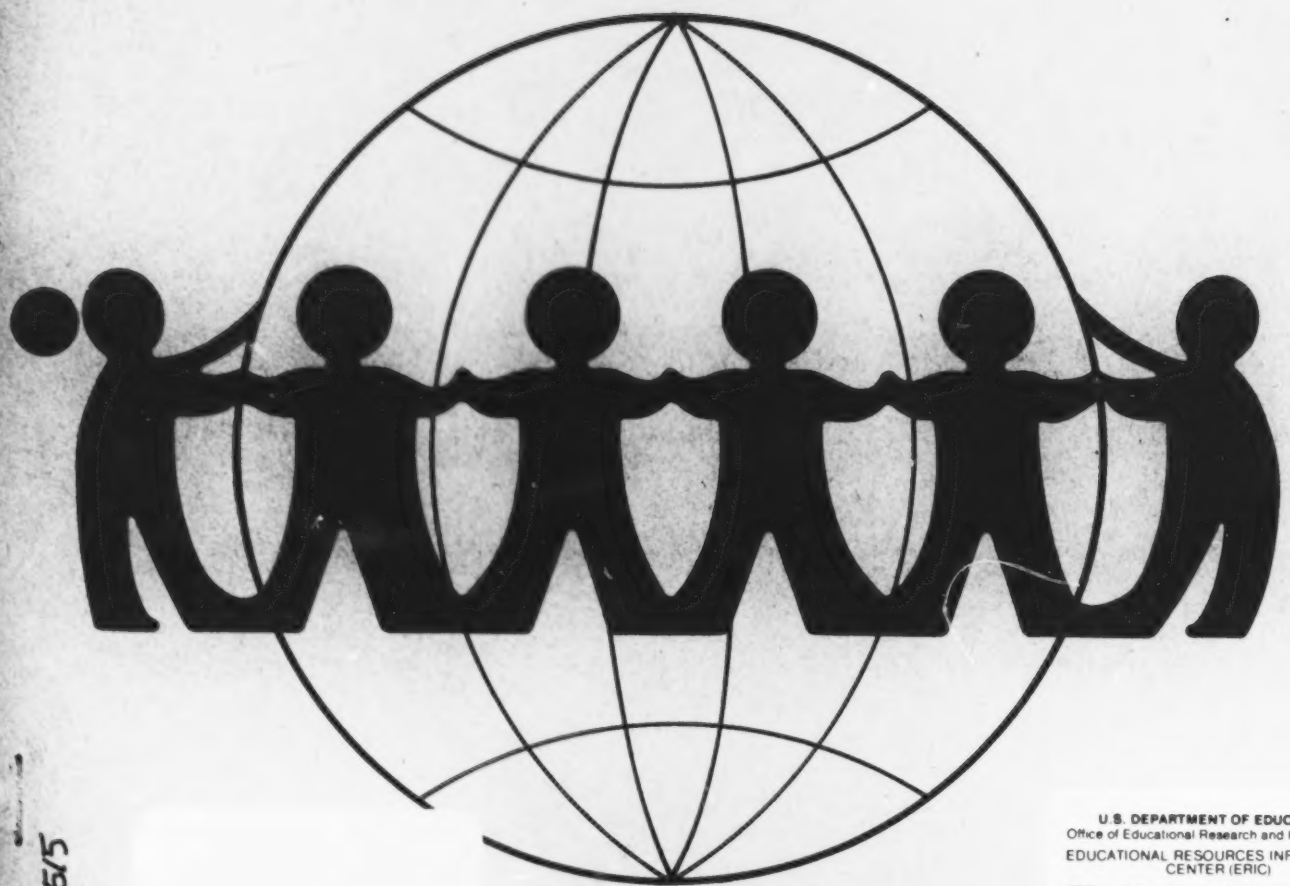
DS Manual 2650.4
April 1988

ED296603

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM



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FL 017515

YOUR REGION AND MINE
(Fourth Grade)

PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

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TOPICS

Regional Natural Environment 1

Regional Foods 3

Legends and Tales of the Holiday Season . 6

Holiday Traditions and Customs 8

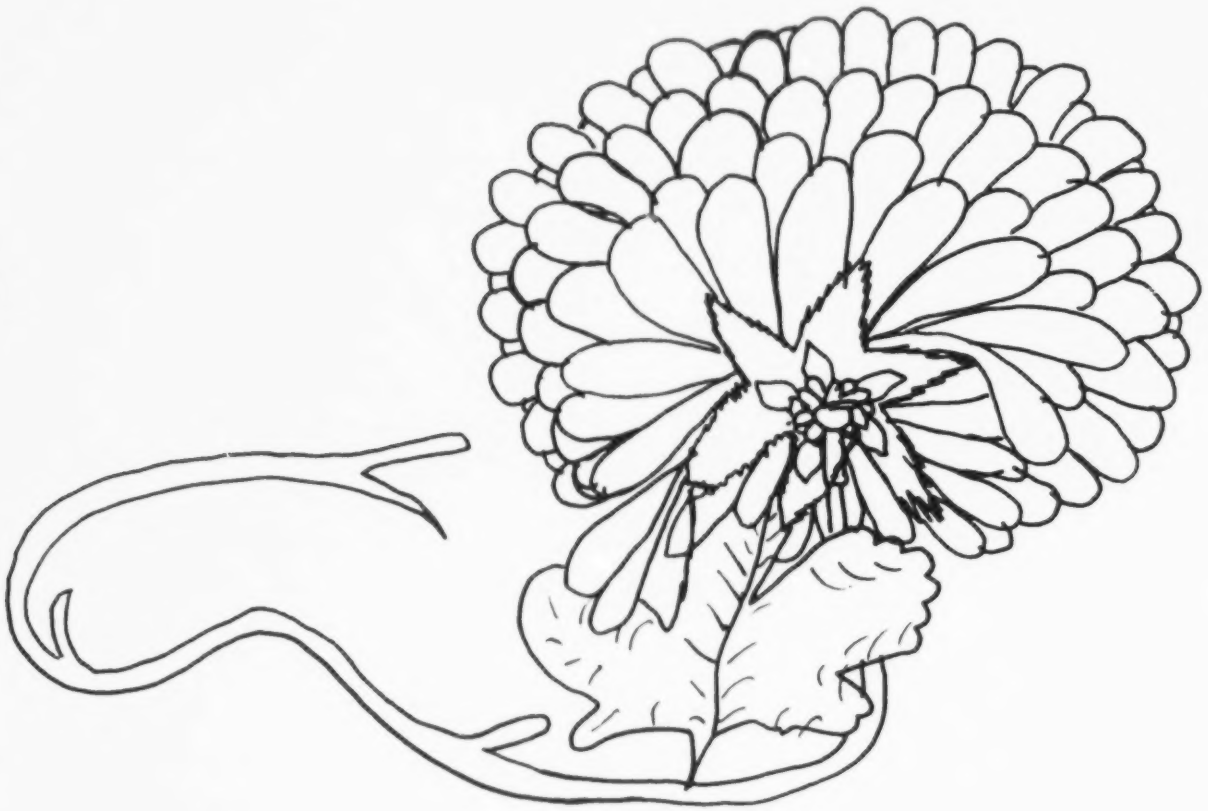
Holiday Exchange Programs 10

Study of a Regional Community 12

INTRODUCTION

The fourth grade curriculum focuses on broadening the concept from city to region in the host nation. First they get in touch with their natural surrounding, learn new foods, and acquire skills in a different language. Next they learn the backgrounds of people through their original traditions, customs, and legends related to that regional environment. Lastly, they receive skills to function in the region through map skills, research, overnight study trips, and survival language.

The time allocated to intercultural instruction for fourth grade is 80 minutes per week.



Grace Stuart
Dewey High School
Philippines

"In Balance"

Age 9

Independence at last has come to fourth graders, a relief to parents and teachers. In frustration they ask, "I know right from wrong; why am I not perfect?" Adults in their eyes must be perfect, so they go to great lengths to get their teacher's approval or hide their inadequacies, real or imaginary. Their increased physical development makes them anxious to create their own projects which are considerably longer and more complicated than last school year, but still requiring periods of movement as well as concentration. Group work enhances that natural cooperativeness. Too much criticism or sarcasm squelches their new enthusiasm. They want honest support; they will do almost anything asked by the teacher when given this support.

Creative activity is a must in the intercultural programs. In Art and Indian Children, Ann Martin, a fourth grade teacher, says "No unit in curriculum needs to be devoid of music, poetry, creative writing, and artistic self expression. These things give life to facts." Fourth graders are interested in realistic rather than fantastic imagery when representing their world. Biographies, travel, outdoor sports, inventories, and nature are among their favorite reading subjects.

Fourth graders like to be treated in an adult manner in which choices are available and participation in discussion is part of the lesson. They are reluctant to express feelings in stories of personal experience. Their independence is quite new, and teachers must encourage this trait.

Jenkins, Gladys G., et.al., These Are Your Children (New York: Scott, Foresman & Company, 1953)

Every Student should

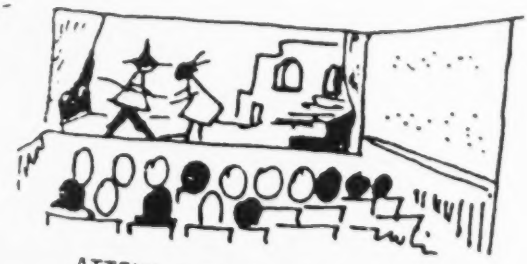
EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.



ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Regional natural environment
   A. Experiencing a nature study trip
   B. Presenting a nature exhibit

OBJECTIVES:

- Assist in planning a study trip to a host nation site.
- Join in a study trip to a host nation site.
- Identify regional nature life forms.
- Use the natural environment as a source of creative writing, visuals, and performing arts, i.e., fish print.
- Write labels for a nature exhibit in host nation language.

Ruth Ann Goold
Kadena High School
Okinawa

ACTIVITIES:

1. Study aspects and samples that cannot be returned to the classroom such as climate, wildlife.

2. Discuss the difference in workers who use the site and those who study the site; i.e., forester, botanists.

3. Compare differences in climate of the local region and others regions.

4. Relate benefits which the local region brings to the nation.

5. Establish research areas: two birds, two mammals, two insects, two plants; and ask children to answer study questions about the habitat of each.

6. Explore regional water sources when studying a unit on water in science.

7. Use the poem, "The Search", by Shel Silverstein, and other literary sources such as, The Lion, the Witch, and the Wardrobe by C.S. Lewis, and the Greek myth "Jason and the Argonauts" to focus the feeling of adventure in planned treasure hunt.

Paula Cochrane
Seoul Elementary School
Korea

8. Conduct a nature study of the region. The host nation teacher can bring pictures or live examples of nature samples to help students identify their collections. Students should learn terms in both languages. School bags can be used as collectors' packets. Prepare an exhibit table for collected items and label items in the host nation language.

Patrice Herrmann
Wagner High School
Philippines

TOPICS:

II. Regional foods
   A. Examining a regional food
   B. Observing and learning cooking methods
   C. Practicing cooking techniques
   D. Preparing a cook book
   E. Creating a meal

OBJECTIVES:

- Describe host nation customs and traditions.
- Explain various aspects (economics, historical, geographic, cultural) of host nation community past and present.
- Identify the main idea after listening to a familiar topic in host nation language.
- Extend reading vocabulary.
- Recognize host nation regional food.
- Experience preparing food with/for others.
- Identify unique foods from the region.
- Write familiar terms in host nation language.

A PIGS LAST WORDS

There once was a plump pig named Pop,
Whose plump head the ax was to chop,
A squeal "No not me!"
"Why not chop a tree!"
Was all that was heard before "Plop!"

Joe Will
Wagner Middle School
Philippines

Alwin Giaccino
Lily Hill Middle School
Philippines

ACTIVITIES:

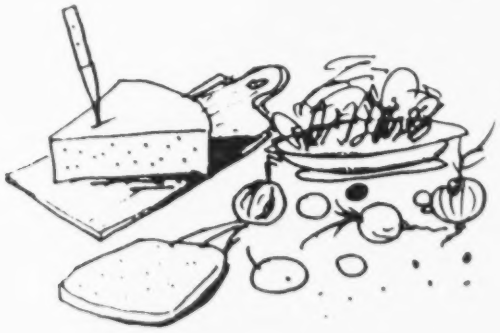
1. From food samples collected in previous nature study trips, ask children to describe how the food is used.

2. List ways of preparing and preserving food in America and host nation.

3. Discuss regional difference of foods in America and local region.

4. Ask children about their first experience with an unfamiliar regional food. Make a word bank to help them write this impression.

5. Arrange for a person from the host nation to present a food demonstration. During the activity vocabulary for utensils, measurements, ingredients, and actions can be taught in the host nation language. Compare cooking methods of similar American recipes.



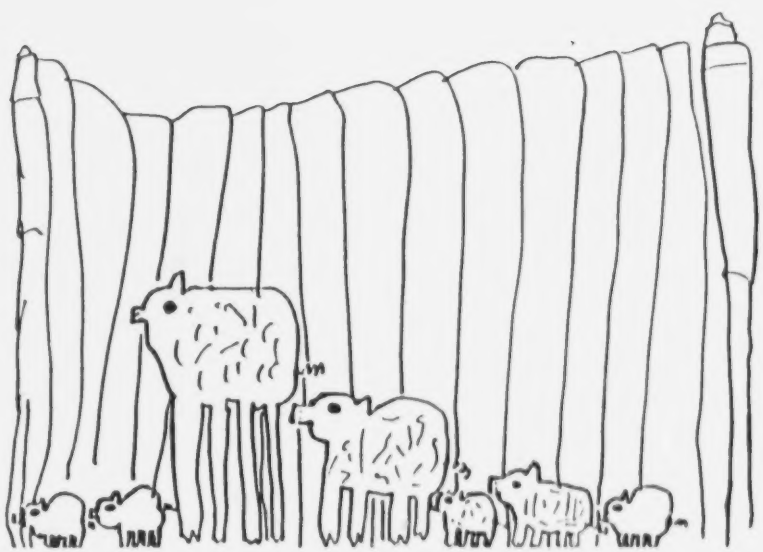
6. Plan with children a shared activity with a first grade class. Fourth grade students can provide first graders with pictorial recipe card in both languages. Fourth grade students can prepare the recipe.

7. Explore a host nation recipe book in English with children. Students will select recipes necessary for preparing a balanced meal for their family.

8. Have students make clay or papermache models of various foods of the host nation.

9. Compile the following to form a cookbook:
   a. A narrative about the food discovered on the nature study trip.
   b. A list of ways food is prepared in America and the host nation.
   c. Collected recipe.
   d. Recipes for the meal they can prepare for their family.
   e. A list of customs and decorations necessary to make their host nation meal authentic.
   f. New vocabulary words which can be added to a "pictionary."

Nicole Sergott
Osan Elementary School
Korea



Nancy Buttis
MacArthur Elementary School
Philippines

TOPICS:

III. Legends and tales of the host nation holiday season

OBJECTIVES:

- Describe host nation legends.
- Read aloud a simple legend of the host nation in the host nation language.
- Create a vocabulary listing of words found in regional host nation legends.
- Identify various beliefs as transmitted by regional legends.
- Use regional host nation arts materials and techniques.

"Guy Fawkes Day"
Paul Brown
Bicester Elementary School
England

ACTIVITIES:

1. Select local regional legends and have students:
   a. List the characters in seasonal legends and tales.
   b. Match on a map local seasonal legend places with the geographical places.
   c. Investigate the past of the region to find sources of legends.
   d. Role play a character from a host nation legend.

2. Role play local regional legends, use mostly English, but use the host nation language in key words, rhymes, or word repetitions such as:
   Spieglein, Spieglein, an der Wand
   San Tokee Tokee yah
   Yah Yah Yah Yah Yah Yah Yah Yah
   Sa Rang hal dang sin eul jong mal lo sah Rhang hoe.
   a. Describe the persons in the legend, by listing strengths and weaknesses in their personalities.
   b. Perform a role playing activity for another grade level or class group.
   c. Compare the time and place of the legend to the present day time and place.

3. Have the class create their own legend.
   a. Select characters, situations, and happenings for their legends.
   b. Use a student as the main character in a historical host nation events of the region, such as "Me and the Ifugao Chieftan meets a giant on the rice terraces," or "What if I lived with King Sejong when he developed Hangul;" or "I had lunch with Rapunzel."

4. Develop a classroom encyclopedia of legendary persons from the region.
   a. Draw portraits of the legendary persons for the class encyclopedia.
   b. Make a clay sculpture of a legendary person or animal and label in host nation language and in English.

5. Create a portfolio collection of regional host nation legends with student made illustrations as a permanent edition for the school library. This may be done every year as an annual classroom activity which could be extended into grades 5, 6, 7, and 8.

6. Use arts techniques from the region to illustrate the legends such as beet or potato print, woodblock print, stitchery, watercolor painting, brush and ink sumic drawing. A copy can be given copy to the local host nation partner school.

Evelyn Kidder
Kubasaki High School
Okinawa

TOPICS:

IV. Holiday traditions and customs
   A. Dance
   B. Theater
   C. Music
   D. Visual arts

OBJECTIVES:

- Describe regional host nation customs and traditions.
- Create host nation holiday arts and crafts projects.
- Describe songs, dance, holidays, and celebrations of the host nation.
- Join in a regional host nation dance or other performing art form.
- Give examples of the necessity and pleasure of speaking and writing the host nation holiday greetings in the host nation language.
- Report on a host nation holiday celebration.
- Practice the host nation language with native speakers.
- Write a simple letter with seasonal related holiday greetings.
- Join in host nation Artist in Residence Programs.
- Join in an American Artist in Residence Programs.

Jennifer Garvin
M.C. Perry School
Japan

ACTIVITIES:

1. Learn how holidays or seasons of the year influence the regional dance music, drama, and visual arts/crafts.

   a. Identify regional holiday and seasonal dance, drama, music, and visual arts/crafts activities.

   b. Describe how the various performing arts and visual arts/crafts became part of the region.

   c. Invite a regional holiday related artist or performer into the classroom to show his/her skills. Involve students in a creative project such as lantern making, candle making, wreaths, holiday cookies, juggling, or performing in a holiday celebration.

   d. Participate in a regional seasonal holiday celebration, activity, or festival; i.e., a theater performance, an opera, a religious event, a concert, a New Year's walk through a shrine, wildlife feeding, fire walking, snow sculpture.

2. Visit regional artists, musicians, or performers in their studio.

3. Make a classroom collection of regional arts and crafts, costumes, music, celebration artifacts. Label all collected items in the host nation and English languages.

4. Share regional host nation performing arts skills in the classroom such as music, dance, drama, story telling, and puppetry.

   a. Create a simple drama of the holiday season and perform for other grade levels or host nation community.

   b. Discuss careers related to regional host nation arts. Include educational programs such as schools, master-apprenticeship, family tradition, or self taught.

5. Compare cultural artifacts found in the various arts; such as, costumes, bells, use of colors, ribbons, use of living animals, and plants.

Mary Ann MacIntyre
Seoul Elementary School
Korea

TOPICS:

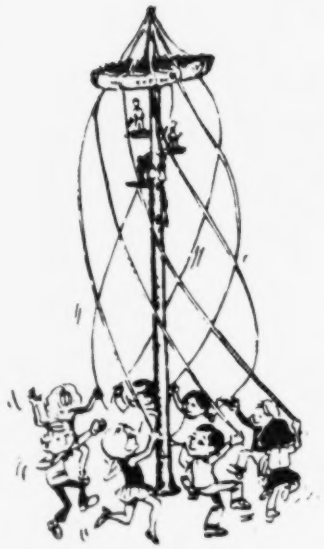
V. Holiday exchange programs
   A. Senior citizens
   B. Partner schools

OBJECTIVES:

- Describe importance of intercultural exchanges.
- Identify host nation seasonal and holiday related songs, dances, greetings, and courtesies.
- Practice the host nation language with native speakers to the level of the students learning.
- Compare the host nation education system to American schools.
- Share holiday with host nation senior citizens and or host nation students.
- Assist in planning study trips.
- Assist in organizing an exchange with a host nation school or other institution.
- Write a simple letter in the host nation language.
- Demonstrate host nation manners and courtesies.

Michele Hanono
Balboa Primary School
Panama

ACTIVITIES:



1. Learn host nation visitation and reception courtesies and manners such as giving and receiving gifts, greetings, respectfulness, sharing, conversational attitudes, saying goodbye. Discuss honorary titles such as Herr and Frau in Germany, and the adding of san to names in Japan.

2. Invite a group of host nation senior citizens and/or host nation students to the school. Develop a holiday party plan which will involve planning with host nation students as well as with parents and classroom teachers.

a. Involve the classroom teacher from the host nation school in the planning.

b. Send a letter of invitation to a senior citizens group or partner school. The letter may be written in either English or the host nation language. Native speaking students may help write the letter in the host nation language. Develop oral vocabulary and phrases to communicate simply with a pen pal, peer group students, and/or senior citizens.

c. Outline the day's activities with the group and include greetings, introductions, games, discussion subjects, school tour, breaks, and farewells.

d. Individual gifts made by students might be presented to guests. Gifts could be made in class and could include student's picture, tie-dye scarf, leaf-printed napkin, a clay sculpture, or other simple arts/crafts project.

e. Evaluate the activity and ask the guests to evaluate it also. Use the evaluation to plan future activities.

TOPICS:

VI. Study of a regional community
   A. Map making
   B. Landmarks
   C. Institutions

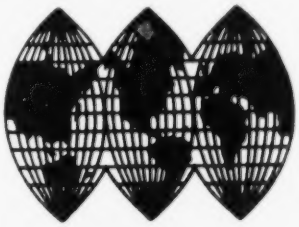
OBJECTIVES:

- Assist in planning study trips to host nation sites.
- Describe various aspects (economic, historical, social, geographic, cultural) of the host nation, past and present.
- Describe how knowledge of languages can broaden career opportunities.
- Use a public telephone.
- Demonstrate an awareness of traffic signs and traffic rules of the host nation.
- Explain host nation courtesies and manners related to personal hygiene, i.e., toilet and bathing.
- Use host nation resources people.
- Extend reading vocabulary.
- Describe the role of host nation municipal administration and public services.
- Compare the host nation's education system to one's own.
- Practice the host nation language with native speakers.

ACTIVITIES:

1. Introduce history of map making in the host nation.
   a. Show European wall paintings, engravings, folios, stitched maps, etc.
   b. Show Asian folding screens.

2. Create a permanent map for the classroom; i.e., using a wall or large cardboard pieces as background. Use small squares as houses to symbolize the housing area, town, or village where students live.



3. Help to find correct geographical spots in relation to school.
   a. Post a local map to help the students.
   b. Use a local map to point out locations.
   c. Prepare drawings that show directions to home.
   d. Practice the use of a compass.

4. Locate main rivers, highways, railways, deserts, and oceans on the map of the region.

5. Translate English words into the host nation language and add new vocabulary to dictionary.

6. Prepare sightseeing tour through the regional community.
   a. Select a local citizen as a tour guide.
   b. Teach useful phrases in the host nation language.
   c. Inform students about correct behavior in the regional host nation community.

7. Take study trip to discover one or more of the following:
   a. Remarkable buildings, their style and usage.
   b. Local famous persons.
   c. Historical landmarks and sites.
   d. Useful institutions; i.e., train station, teaching students to read the train schedules.
   e. Post office, teaching students to use public telephone.
   f. Sketch local traffic signs.
   g. A religious center and combine an activity; i.e., creative vocabulary writing or drawing, that expresses the height of a church or major characteristics of a religious center.

8. Discuss experiences of the study trip, relating facts, vocabulary, terms, and feelings.

a. Share personal impressions from the religious center.

b. Have students draw a man on chalkboard. Show his tour, using landmarks visited.

c. Let students copy this map for their folder.

d. Add new host nation words to dictionary.

e. Write descriptions and definitions of the sites visited and add them to their folders.

9. Reproduce regional traffic signs, directional signs, informational signs, and add to wall map.

a. Make large cardboard traffic signs.

b. Use school hallways and school grounds to post the signs so that other students can learn about them.

10. Clarify courtesies and requirements in the host nation's toilet and bathing habits, both personal and group.

11. Extend the wall map by adding various places visited.

12. Explain to students the function of a government. Write letter to a government official about a regional matter; i.e., how many government-sponsored festive cultural events take place annually and in which communities of the region.

13. Assemble facts and fantasies about crests, coats of arms, and clan symbols of the region by contacting town officials. Have students make reproductions for the wall map.

14. Interview three regional working women and three working men and get their autographs. Let students do a written report about their interviews.

15. List social institutions supported by the region and their functions. Add indicators (international signs) to the map.

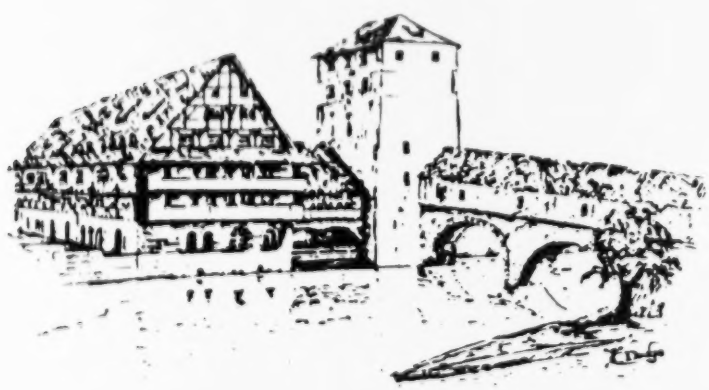
16. Name the regional arts; i.e., music, drama, dance, visual arts. Experience contributions by visiting concert, exhibition, dance school.

17. Contact the town halls of the region for information about the population.
    a. Research host nation family names.
    b. Research marriage customs, birth customs, naming customs, death customs, etc.

18. Name offices and functions of the regional town hall.

19. Visit transportation centers; i.e., train station, airport, harbor, bus company, etc.
    a. Followup with a poster that advertises a site of the region. Use the host nation language.
    b. Add indicators of centers to the wall map.

20. Invite students from various host nation schools; i.e., secondary school, art school, profession-oriented schools for presentations and interviews.
    a. Encourage host nation teenagers to create an activity related to their studies with the American students.
    b. Add schools to wall map.
    c. Invite students from host nation schools and let sports persons teach the students the sport techniques from both nations.
    d. Introduce individual regional interest groups as follows: Let students pick or their own interest group; i.e., music groups, stamp collecting, folk dancing, rock collecting, coin collecting, postcard collecting, beer coaster collecting, shell collecting, doll collecting, etc.
        (1) List possible activities they will do as a group.
        (2) Exchange duplicates with group members.
        (3) Create a class exhibition with group materials.
        (4) Develop an "interest sheet" for folder.
        (5) Emphasize the host nation language.
        (6) Involve adult interest groups from the host nation.
        (7) Finish student folders and dictionaries.



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Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

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